

NATIONAL INSTITUTE OF PUBLIC AFFAIRS

1225 Connecticut Avenue, N.W., Washington, D.C. 20036
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AGENDA

PRESIDENTIAL MANAGEMENT INTERN PROGRAM BRIEFING FOR CLUSTER AND RESOURCE LEADERS

September 13-14, 1979
Washington, D.C.

Thursday, September 13

5:30 p.m.	Reception
6:15 p.m.	Dinner
7:00 p.m.	<u>The Significance of the Presidential Management Intern Program</u> Alan K. Campbell, Director Office of Personnel Management
7:30 p.m.	<u>Cluster Leader Role and Commitment</u> Donald Wortman (Year 1 Cluster Leader) Deputy Director for Administration Central Intelligence Agency
8:00 p.m.	<u>Discussion in Groups: Cluster and Resource Pairs</u>
8:45 p.m.	<u>Summary of Discussion</u>
9:00 p.m.	Adjournment

Friday, September 14

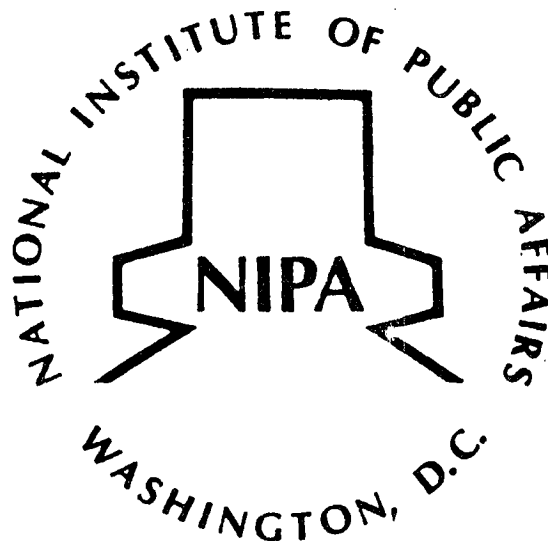
9:00 a.m. - 10:45 a.m.	1. <u>Resource Leaders Discussion</u> <u>Concurrent Sessions</u> Enid Beaumont, Executive Director National Institute of Public Affairs
	2. <u>Cluster Leaders Discussion</u> Philip E. Coates (Year 1 Cluster Leader) Regional Commissioner Internal Revenue Service (New York)
10:45 a.m. - 11:00 a.m.	Break

-2-

Friday, September 14 (continued)

11:00 a.m. - 12:00 p.m. Planning the First Meeting
12:00 p.m. - 1:00 p.m. Lunch Discussion: What Went Well the First Year
1:00 p.m. - 1:45 p.m. The Intern Curve
1:45 p.m. - 2:30 p.m. Panel of Interns: Intern Reality and Expectations
2:30 p.m. General Adjournment
2:30 p.m. - 4:00 p.m. Individual Meetings/Questions and Answers

PRESIDENTIAL MANAGEMENT INTERN DEVELOPMENT PROGRAM



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PRESIDENTIAL MANAGEMENT INTERN DEVELOPMENT PROGRAM

CONTENTS

	<u>Page</u>
PMIP Objectives	1
PMIP Career Development Program Schedule.	2
PMIP Roles and Relationships	4
PMIP Cluster Sessions	5
PMIP Career Development Plan	9

PRESIDENTIAL MANAGEMENT INTERN DEVELOPMENT PROGRAM

OBJECTIVES

- To enhance and nourish professional public service values.
- To combine skills and public service values to assist interns to become creative, risk-taking program leaders.
- To foster sensitive, responsive, and effective leadership, managerial, and executive qualities.
- To understand the role of the public manager in the American constitutional system (federalism, separation of powers, rule of law, etc.)
- To increase awareness of the dynamism of the environment in which government operates.
- To provide conceptual and diagnostic approaches for understanding and assessing future implications of programs.
- To operate effectively as a professional manager in a political environment.
- To encourage a commitment to personal development, adaptability, and continuing learning.

Chart 1

PRESIDENTIAL MANAGEMENT INTERN PROGRAM

CAREER DEVELOPMENT PROGRAM SCHEDULE

Second Class - 1979-1981

<u>Date</u>	<u>Event</u>
June 21	First Meeting of Cluster Resource Leaders.
July 15-18, 1979	General orientation for all Presidential Interns Washington, D.C. (State Dept)
Sept. 13-14, 1979	Training session for all cluster leaders and cluster resource persons. Program sponsored by OPM and NIPA starts at five, Thursday September 13, and ends at 5:00, Friday September 14.
Oct. 1979 - June 1980	Clusters hold six one-day sessions or equivalent; schedule to be established by clusters. A series of special evening sessions will be established on approximately a once-a-month basis.

Chart 1
(Cont'd)

June - July, 1980

Year End briefing will be held for all interns in the Washington, D.C., area. Interns will be scheduled in groups of sixty. Specific schedules will be issued early in 1980.

Second Year July 1980 - June, 1981

Oct., 1980 - May, 1981

Clusters hold six one-day sessions or equivalent; schedules, agendas, and topics to be selected by Clusters.

The special evening sessions will be continued during this period.

Roles and Relationships--The OPM, Federal Agencies, The National
Institute of Public Affairs.

(1) OPM has overall responsibility for establishing the framework for administering the program and for the orientation and career programs in which all interns will participate; (2) the agencies which employ the interns provide in-house and other forms of developmental experiences; and (3) the National Institute of Public Affairs assists OPM in its career development responsibilities for the program.

These roles and relationships apply to the first two years of the Presidential Management Intern Program and cover the full two years of the first intern class and the first year of the second intern class. At the end of two years, a determination will be made as to the type of career program that will be carried out in the future as well as the future roles and relationships in carrying out the program that is decided upon.

Cluster Sessions

A. Purpose

The basic purpose of the cluster session is to provide a discussion/learning session concentrating on one or more major topics under one of the following four categories: (1) values and ethics, (2) institutional management, (3) management environment, and (4) executive leadership issues. A fundamental concept of these sessions is to start out with the basic principles or theories involved and relate these to the real life situation the federal manager deals with on a day-to-day basis. Each session will focus upon providing a practical understanding of key management issues and functions.

B. Organization of Clusters

Interns are assigned to cluster groups by OPM. Ideally, there will be approximately twenty in each cluster group. In the Washington, D.C., area where the majority of the interns will be located initially, interns will be assigned in such a way as to get the most heterogeneous groups possible considering such factors as the agencies in which interns are employed, occupations, and educational backgrounds.

In the field, cluster groups will be based primarily upon geographic distribution. Some field clusters may be smaller than those in Washington, D.C., and some may combine interns located in two or more geographic locations.

C. Cluster Session Schedules

There are to be six day-long sessions (or equivalent) the first year and the same number the second year. Since the intern year starts as late as August for some participants, cluster sessions in the first year should start in October and be completed by the end of May. The specific schedule for the sessions is to be established by the cluster leaders in consultation with the cluster resource person and the participants.

The specific schedule may include separate full-day sessions, sessions which start at noon and carry into the evening, sessions that are back-to-back and cover two or three days at one time and may include some time during a weekend, if desired.

Where travel is an important factor, such as in the field at some locations, it may be imperative to conduct back-to-back sessions in order to minimize travel and per diem costs.

D. Roles and Relationships of Cluster Leaders and Cluster Resource Persons.

The cluster leader who is a federal official is responsible for the cluster sessions and is appointed by the Director of OPM. The cluster leader directs the cluster sessions and works with the resource person in developing and conducting the sessions.

The role of the cluster Leader is to:

1. Sponsor, organize, and direct six cluster sessions for the Presidential Management Intern Program (PMIP) for the first year (October 1979-May 1980) and six for the second year (October 1980-May 1981)
2. Carry out leadership role as a coordinator without direct supervisory authority but more as an organizer of voluntary activities. Relationships involved include those with (a) agency management in agencies in which the interns work, (b) a resource leader, (c) the interns, and (d) an oversight group such as a Federal Regional Council (FRC) in the field or the Assistant Secretaries Group in Washington.
3. Serve as the unofficial leader for the PMIP educational program for interns in his or her cluster. This includes knowing about developmental activities carried out in the agencies as well as through outside training and intergovernmental assignments and being in a position to offer advice if requested by either managers or interns.

Cluster leaders were selected in terms of having the following qualifications:

1. Of significant stature in the governmental community to lead the program and elicit assistance from other agencies.
2. Has a track record of successful involvement in an intern program, or in formal or informal developmental activities for young professionals or administrators.
3. Has the support of his or her agency head and enough time and resources available to effectively carry out the function.
4. Is a "role model" for future federal executives.

The resource person is not a federal employee but is a person who has an in-depth knowledge of both educational institutions training persons for the public service and a knowledge of the public service and how it operates. The cluster resource person is appointed by and paid by the National Institute of Public Affairs.

The role of the resource person is to:

1. Assist the cluster leader in planning, organizing, and conducting twelve cluster sessions over the two-year period of the internship.
2. Help the cluster leader in utilizing or adapting module material provided by NIPA for use in cluster sessions and assist in getting other resource materials and persons as needed for the sessions.
3. Assist in relating the participants' educational backgrounds and training to the cluster session activities and other related activities and in relating back to the educational institutions information on the relevancy of educational preparation to on-the job needs.
4. Handle all of the funding disbursed by NIPA to support the development program.

Resource persons were selected on the basis of:

1. Their ability to relate to federal managers and interns and academic institutions.
2. Their standing in the public administration community as an academic or practitioner or both.
3. Their interest in and ability to work with interns and intern programs.
4. Their willingness and commitment to devote sufficient time and effort to make the cluster sessions successful.

E. Materials and Resources Available to Cluster Leaders and Resource Persons

The National Institute of Public Affairs (NIPA) sponsored the first program/in this country to attract able young college graduates to public service. During the fifteen years (1934-1949) that it conducted an intern program, more than five hundred young men and women were selected and started on their careers. Their quality and effectiveness has been widely recognized by all who have been involved in public service. With initial funding from The Ford Foundation, NIPA was requested by the OPM to assist it in putting together the development program for the Presidential Management Intern Program. The assistance provided by NIPA was done under the guidance of a distinguished Advisory Committee chaired by the Comptroller General of the United States, Elmer Staats.

Material was developed by a team of experts for twenty-five modules to be used in the cluster session.

Clusters are free to use any of the modules in cluster sessions. They may be used in terms of a single topic for a single session or in combination. Topics should be selected on the basis of importance to the cluster and relevance to the participants. The only condition on their use is that one topic from each of the four categories should be covered in the first year. All other choices are left up to the cluster leaders, resource persons, and participants.

CAREER DEVELOPMENT PLAN

A. Values and Ethics

1. Ethics, Values, and the Public Service: A Values Clarification Module
2. The Machinery of Implementation
3. Difference Between Private and Public Sector Management
4. Political-Career Executive Interface
5. Values and Interests in Public Administration: The Linkages of Influences

B. Public Management Environments

6. A Module on Civil-Military Relations, Defense Management, and the National Security Policy-Making Process
7. A Module on International Managerial Issues and Decision-Making in U.S. Foreign Policy
8. Congress as a Part of the Administrative Process
9. Intergovernmental Management
10. Reorganization Module
11. Law and Public Administration Module
12. Economics for Federal Managers

C. Institutional Management

13. Federal Government Labor-Management Relations
14. Budgeting as a Steering Device
15. Personnel System Management Module
16. Program Evaluation and Implementation
17. Productivity and Performance Improvement
18. Contracting and Procurement
19. Toward Management and Regulation of the Information Resource

D. Public Service Career Issues

20. Personal and Career Development Module
21. Conflict Resolution Module
22. Time Management and Executive Leadership: A Module on Time, Values, and Productivity
23. Leadership: A Module for Future Public Service Executives
24. Stress Management and Executive Leadership: A Module on the Diagnosis and Management of Stress in the Public Sector
25. Action Research: A Module on Effective Problem-Solving and the Management of Change

1. Ethics, Values, and the Public Service: A Values Clarification Module

Through the use of various learning techniques this module will (1) introduce the intern to the major political, social, and legal ramifications of the technological age; (2) analyze the nature and causes of corruption in a postindustrial society; (3) highlight the cultural impacts on current American life styles; (4) deal with the specifics of ethics and morality in the area of science and technology; (5) confront the issues of obedience and personal responsibility for the public servant in a democratic society; and (6) make each individual aware of his/her personal value preferences.

Written by: Ronald J. Stupak, Professor of Political Science and Contemporary Affairs, Federal Executive Institute

2. The Machinery of Implementation

How does the public work get done? A major problem for public managers, once the major decision-making bodies of government have articulated their sense of the goals American society must reach, is one of implementation: how to devise and manage the machinery to do the public's work. The premise of this module is that an intellectual and practical mastery of the different kinds of implementation machinery available to public managers is essential to the management of productive public effort.

Written by: Bill McGregor, Associate Professor of Public and Environmental Affairs, Indiana University

3. Differences Between Private and Public Sector Management

This module is designed to provide an overview of all of the major differences between private and public sector management, recognizing that other modules will cover specific differences in depth. The main thrust of this module is to depict the environment in which the federal manager operates.

Written by: George Maharay, National Institute of Public Affairs

4. Political-Career Executive Interface

One of the key relationships which affects the effectiveness of the U.S. government is the one between the political and career executives. This module develops greater understanding and appreciation of (1) the environments in which they function, (2) the profiles and motivations of both groups, (3) the reason for the existence of both groups, (4) the attitudes of each for the other and the reasons for them, and (5) the means of improving the relationship between the two critical groups in the U.S. government.

Written by: George Maharay, National Institute of Public Affairs

5. Values and Interests in Public Administration: The Linkages of Influence

This module deals with the linkages of public administration to society, specifically to the constituencies, professional associations, and publics that command attention and influence as they press to have their values and interests incorporated into public policy.

Written by: Stuart Gilman, Assistant Professor of Political Science, University of Richmond, and
Herbert Waltzer, Chairman, Department of Political Science, Miami University

6. A Module on Civil-Military Relations, Defense Management, and the National Security Policy-Making Process

This module deals with the nature of the military in the technological society of the post-World War II period, the managerial revolution in the defense establishment, the current post-Vietnam "detente," global interdependencies, and American security retrenchment.

Written by: Ronald J. Stupak, Professor of Political Science and Contemporary Affairs, Federal Executive Institute

7. A Module on International Managerial Issues and Decision-Making in U.S. Foreign Policy

This module is designed to give public servants an understanding of the decision-making processes in U.S. foreign policy and to familiarize them with some of the major substantive and managerial issues facing the United States in its relations with other countries in the international arena.

Written by: Ronald J. Stupak, Professor of Political Science and Contemporary Affairs, Federal Executive Institute

8. Congress as Part of the Administrative Process

This module is designed to provide an overview of (1) selected emerging congressional issues which may impact the administrative process; (2) selected emerging environmental issues and trends which may impact existing programs, legislation, and organizational structure; (3) political and administrative issues resulting from shifting needs and/or a limits economy; and (4) the tools for anticipating the future direction of significant trend data, the occurrence of future events, and the identification of emerging or future issues.

Written by: Dennis L. Little, Specialist in Futures Research, Congressional Research Service, Library of Congress

9. Intergovernmental Management

This module examines the intergovernmental dimensions of public management, particularly the way that national policies and programs shape the actions of state, regional, and local bodies.

Written by: Jim Wolf, Professor, Public Administration and Public Policy Program, Virginia Polytechnic Institute, and
Bill Benton, Senior Research Associate, The Urban Institute

10. Reorganization Module

The reorganization module critically examines the potential and limitations of executive branch reorganization and organization for promoting economy and efficiency and improved service delivery and its use as a means for establishing political control and determining the balance of power among the executive, legislature, state and local governments and constituency groups.

Written by: Harold Seidman, Professor of Political Science, University of Connecticut

11. Law and Public Administration Module

Public administrators from all areas have been brought into the web of judicial decision-making. The trend is toward increasing court intervention in the administrative process. This module introduces Presidential Management Interns to a minimal understanding of the inter-relationships among law, legal processes, and public administration.

Written by: Steve Chitwood, Professor of Public Administration, George Washington University

12. Economics for Federal Managers

Two topics were selected from the vast range of applied micro and macro economics: benefit-cost analysis and economic stabilization. These issues are examined in case study format.

Written by: Jesse Burkhead, Professor of Economics, Syracuse University

13. Federal Government Labor-Management Relations

This module is designed to acquaint Presidential Management Interns with current and emerging legal frameworks for collective bargaining, management functions and organization under bilateralism, scope and processes of bargaining, and responsibilities for contract administration.

Written by: Chester A. Newland, University of Southern California

14. Budgeting as a Steering Device

Few aspects of administration are looked to with so much hope by practicing administrators as a means of bringing order, rationality and control to government. Few aspects of administration have been such objects of reformers' zeal as budgeting. Yet, few aspects of administration have been so disappointing to theorists, reformers, or managers. This module reaches some understanding of why budgeting has such a paradoxical nature.

Written by: Gary L. Wamsley, Director and Professor, Center for Public Administration and Public Affairs, Virginia Polytechnic Institute

15. Personnel System Management Module

The personnel system management module provokes interest, understanding, and competencies in coping with the complexities that are inherent in the federal personnel system. It focuses on the sensitivities and skills that are needed to function effectively in the network of interrelationships that compose the personnel system.

Written by: Nesta M. Gallas, Professor, John Jay College of Criminal Justice, City University of New York

16. Program Evaluation and Implementation

This module is designed to give public servants an understanding of program evaluation and those major issues associated with its use.

Written by: Morton Myers, Deputy Director, Program Analysis Division, General Accounting Office

17. Productivity and Performance Improvement

This module develops understanding of the diverse meanings of the term productivity as applied in the public sector and the basic methods of measuring both the efficiency and effectiveness components of productivity improvement in public organizations.

Written by: Catherine Lovell, Graduate School of Administration, University of California-Riverside

18. Contracting and Procurement

The contracting and procurement module approaches the topic from the perspective of contracting and procurement as a process for broadening the types and sources of government goods and services. It is viewed as a management tool that provides the manager with greater flexibility and latitude.

Written by: Jeffalyn Johnson, Jeffalyn Johnson and Associates, Inc.

19. Toward Management and Regulation of the Information Resource

Information is, increasingly, our most important resource, embodied, to be sure, in the human resource. Yet, we continue to treat it as though it were a free good, much as we once treated air and water.

This module covers three major areas:

1. An overview of the Information Society and its broad implications for the public sector.
2. An assessment of selected recent laws, commission activities, and regulations concerning information.
3. A systems approach to conceptualizing the management of information.

Written by: Ann Macaluso, Special Assistant to the Associate Administrator for Planning, Management, and Demonstration, Urban Mass Transportation Administration, Department of Transportation

20 Personal and Career Development Module

This module is designed as a framework for assisting the interns to: (1) ascertain their personal and career development needs, (2) set goals and objectives, (3) monitor and evaluate their individual development, (4) assist in the personal and career development of other interns, and (5) develop an understanding of the basic literature regarding personal and career development attitudes and behavior.

Written by: Jeffalyn Johnson, Jeffalyn Johnson and Associates, Inc.

21. Conflict Resolution Module

This module is designed to help the participant understand the nature of conflict in both an interpersonal and an agency context. It explores the nature of conflict, the causes of conflict, the value premises underlying conflict, methods of conflict resolution, the participants' feelings about and style of resolving conflict.

Written by: Jeffalyn Johnson, Jeffalyn Johnson Associates, Inc., and Tyrone Baines, Director, Public Administrations Program, North Carolina Central University

22. Time Management and Executive Leadership: A Module on Time, Values, and Productivity

This module analyzes the philosophical and structural changes occurring in the definition of time in the technological age; assists in planning workdays more effectively; and presents some rules of time management in the public sector; and develops personal techniques for getting results from time management.

Written by: Ronald J. Stupak, Professor of Political Science and Contemporary Affairs, Federal Executive Institute

23. Leadership: A Module For Future Public Service Executives

The world of the 1978 Presidential Management Interns will contain different leadership demands at different points along their career continuum. Because interns will begin as program people with little or no supervisory responsibilities but relatively quickly emerge into the more complex world of the public service executives, this module focuses on building and strengthening those leadership skills most crucial for future executives.

Written by: Dr. Enid Beaumont, Executive Director, National Institute of Public Affairs, and
Karen Brooks-Marsters, Associate, National Institute of Public Affairs

24. Stress Management and Executive Leadership: A Module on the Diagnosis and Management of Stress in the Public Sector

To achieve the diagnosis and management of stress, this module (1) analyzes the philosophical and structural changes occurring in the definition of stress in the technological age; (2) describes predictable causes of stress in all of us, paying appropriate attention to "life in a fishbowl" conditions for public servants; (3) develops personal diagnostic tools to analyze unique responses to stress; (4) develops personal techniques for managing stress and getting results; and (5) serves as a catalyst for the exchange of experience among the participants on how others have managed stressful conditions.

Written by: Karen Brooks-Marsters, Associate, National Institute of Public Affairs

25. Action Research: A Module on Effective Problem-Solving and the Management of Change

As government grows more complex and the distance (real or perceived) between citizen and bureaucracy more pronounced, providing effective government programs and services becomes more critical. The methodology of action research provides one way of harnessing the creative energies of managers, staff, and constituents to create workable strategies for change.

Written by: Karen Brooks-Marsters, Associate, National Institute of Public Affairs